



School: Hammond Elementary

Principal: Adam Stanley

Director/Assistant Superintendent: David Vandergugten

## A. Goal (one goal per page)

Continue fostering positive attitudes toward literacy and increasing competence through school-wide initiatives, activities, and staff professional development.

## B. Rationale

We have observed the following data points for students who are Not Yet Meeting or Minimally Meeting performance standards in reading:

G2: 6NM/12MM G3: 7NYM/6MM G4: 9NM/14M G5: 6NYM/16MM G6: 9NYM/13MM G7: 6NYM/11MM

By evolving a positive relationship with literacy based universal design for learning and innate creativity, we will improve competence in reading, writing, and comprehension. We will support both reading for information and reading for pleasure goals, using rich, authentic, culturally diverse resources that include Indigenous ways of knowing. As reading achievement is a primary indicator of academic success, we will use that as a baseline indicator.

## C. Action Plan (list specific actions, school level and district level resources or structures used)

- Provide professional development for staff that encourages a multimodal approach to literacy supported by the district's Literacy Framework
- Encourage all learners to set personalized learning goals
- Develop and deploy school-wide initiatives such as flashlight reading, share culturally diverse resources, talking stick, and collaborative assessments to monitor growth
- Employ technology to engage students in digital literacy including podcasts, infographics, collaborative learning tools and emergent interactive AI
- Encourage early literacy intervention with phonics and high interest-low vocabulary resources

## D. Evidence / Data (how will you measure success?)

- Quantify achievement trends over successive reporting periods over two years Hold monthly goal reviews at staff meetings
- Use Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA) data
- Use school-wide assessments developed by staff and reconcile achievement using provincial performance standards

Principal:

Superintendent:

Board Chairperson:

Date:

*Adam Stanley*



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## A. Goal (one goal per page)

This new goal is to develop an inclusive, culturally responsive approach to numeracy that includes Indigenous connections, content from other cultures, and leads to increased achievement through joyful learning.

## B. Rationale

- Grade seven performance standard achievement as students move into high school in Grade eight shows shortfalls in numeracy
- We need to increase student competence in number sense, financial literacy, and critical problem solving
- We seek to shift the student perception that they are "not good at math" and "do not like math"
- Tools to support numeracy at the K-7 level are rapidly evolving and require ongoing professional development

## C. Action Plan (list specific actions, school level and district level resources or structures used)

- School-wide initiatives such as "Math Mondays", Pi Day, Hundred Day, math riddles on the announcements, math scavenger hunts, math games days and mathletes competitions
- Use class stores to develop financial literacy
- Organize a mathalon in the gym as a school-activity
- Use Indigenous connections and content
- Class teachers and support staff to employ "math interviews" to understand student readiness
- Bring in professional development with district helping teacher and Janice Novokowski for teachers and EAs
- Present math through entertaining and engaging strategies

## D. Evidence / Data (how will you measure success?)

Review and report to staff on student competence achievement based on provincial performance standards and school-developed assessments.  
Work with staff professional development team to ensure that appropriate opportunities are made available to teachers, are accessible and effective.

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**Superintendent:**

**Board Chairperson:**

**Date:**

*Adam Stanley*